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AUTHOR	Holder, Harold D.; And Others
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ABSTRACT

The report provides a summary of the independent, third party evaluation of the 1972-73 funding year of the Guided Occupational Orientation Project of the Syracuse City School District. A systems approach to evaluation was utilized in this effort. The funded project involved all three grade populations--elementary, junior high school, and senior high school. Each major grade grouping had a distinct focus: (1) elementary--career awareness, (2) junior high school--career orientation and exploration, and (3) senior high school--job training and placement. Each group goal was supported by separate grade level goals. The variables for each target group--students, parents, and industry--are described in terms of the actual effect of the program to date. In assessing the overall impact of the project, the major findings were: (1) career awareness is increasing generally for students in grades five through nine; (2) attitudes are not being affected, therefore, attitudinal concepts would be discarded; and (3) in grades 10-12, the occupational learning centers are having the desired impact on the target population. (VA)

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EVALUATION

OF THE

GUIDED OCCUPATIONAL ORIENTATION-TRAINING AND JOB PLACEMENT PROJECT SYRACUSE CITY SCHOOL DISTRICT

Harold D. Holder, Ph. D.

Mary H. Belcher

Kaye L. Solomon

Educational Services, Inc.

Waco, Texas

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Syracuse, New York

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Chapter I

Introduction

This report provides a summary of the independent, third-party evaluation conducted by Educational Services, Incorporated (ESI) for the 1972-73 funding year (ending January 31, 1973) of the Guided Occupational Orientation Project (GOOP) of the Syracuse City School District (SCSD).

ESI evaluation team members have approached this assignment with the conviction that evaluation is not only how to assess the impact of any specific objective of educational activity, but rather how evaluation can be utilized to create a robust and dynamic planning system.

Evaluation often has been perceived as a necessary evil required by a supervisory agency as a basis for continued and/or additional funding. Results of such evaluation often produce self-justification of programs; tedious summaries of quantitative data with little to no regard for qualitative data gathering or presentation; or opinionated and emotional observations.

Also, evaluation is often equated with research. The research paradigm of evaluation views the procedure as a fact finding mechanism to determine the worth of programs. A central weakness of the application of the formalized research techniques to evaluation rests in the problem of implementation of, or useful-

ness of, such data in making meaningful change in educational programs. While researchers are fascinated by such data, educators are unable to use research data in administration of specific programs.

Therefore, ESI has employed an alternative approach to evaluation which might be characterized as a systems approach, ESI views evaluation as a means to facilitate and to increase the flexibility of education so that teachers and project staff administration can participate directly in the process of evaluation.

The evaluation model designed by ESI recognizes the extensiveness of a particular educational project; that such a project contains many elements and parts; that complexities of relationships, linkages, and interconnections of parts occur often and rapidly; and that the dynamic nature of educational projects is subject to change and variances.

The systems approach to evaluation used by ESI is summarized in Figure I. The first step is the careful selection of the variables (behavior of students, teachers, parents, etc.) upon which change is to be effected. Usually, each identified variable categorizes a major project activity.

Each major activity of a project is considered a separate feedback loop and a goal is established to provide directions for the total system in terms of desired outcomes.

After identification of each goal, indicators and/or data gathering mechanisms which reflect upon the specified goal are selected.

As data and/or observations are gathered and matched against specific goals, the decision-makers of the project are able to clearly identify successes, lack of progress, or inability of the project to effect change on the specific variable. This serves to pinpoint areas of strength and weakness quickly and graphically. Thus, modifications can be made as necessary. The style of evaluation is concerned both with demonstrating overall, long-term program results as well as assisting educational administrators in improving the quality of programs over time without waiting until this final evaluation, when it is too late to modify.

The ESI evaluation scheme which serves these functions is based on the belief that administrators of educational programs must know the following: what the program is planning to accomplish; what will determine this accomplishment; and what techniques are necessary for this accomplishment.

The five major elements which compose the evaluation scheme are as follows:

A. Variable - that which is to be changed or altered by a program for the target population, whether students, teachers, parents. etc.

B. Variable Indicator - how to measure or describe the variable.

C. Goal - a statement of the desired change in a variable which a program is to affect.

D. Program Techniques - the activities to be carried out in order to accomplish a specific goal.

E. Technique Indicator - indication or evidence that the technique has been carried out but not an indicator that the goal has been accomplished.

An illustration of the use of these five evaluation elements is displayed in Chart I.

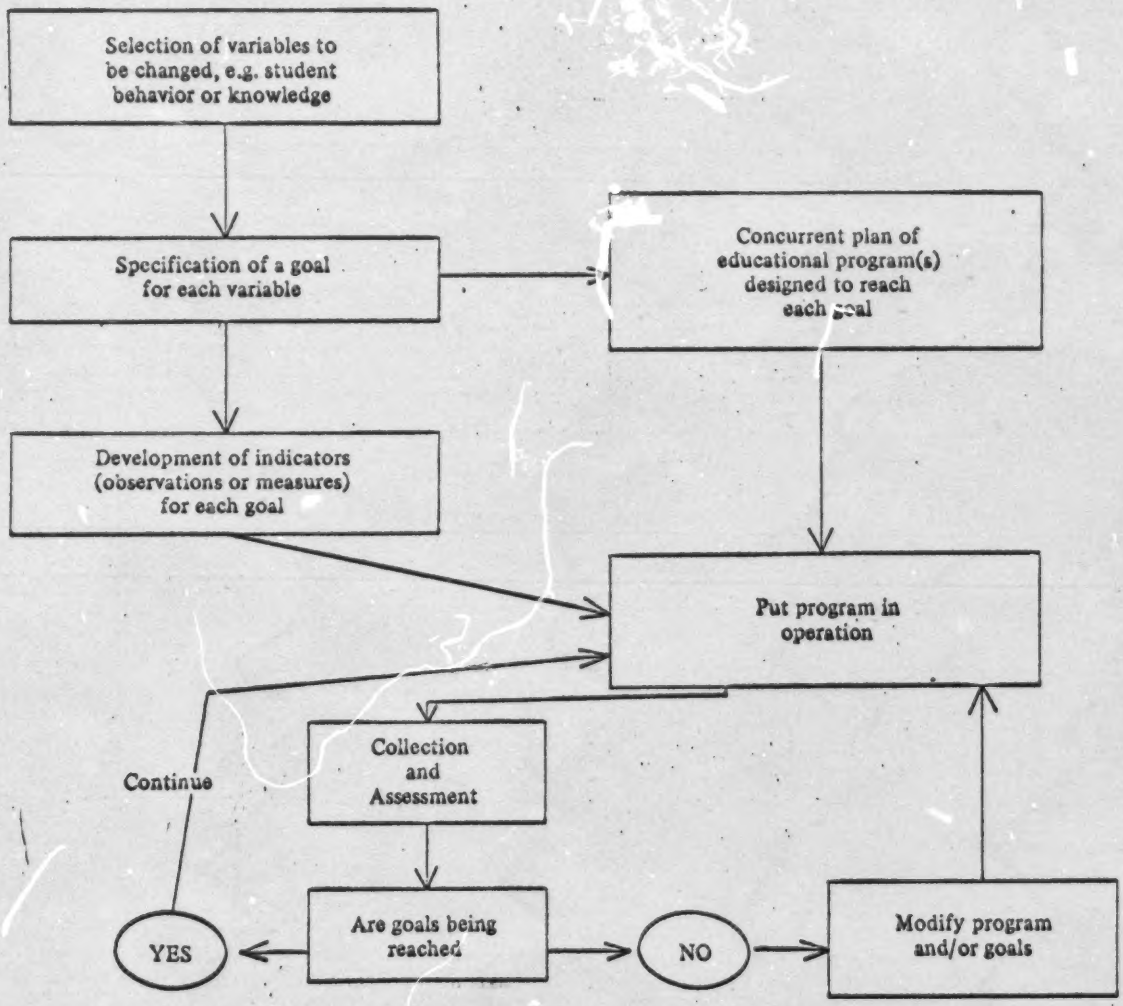
Evaluation must concentrate on the results of educational activities rather than on the activities themselves. The final success of any educational activity must be measured against the results it was designed to produce.

Figure 1

SYSTEMS APPROACH TO EVALUATION

Educational Service, Inc.

Waco, Texas


Selection of variables to be changed, e.g. student behavior or knowledge
Specification of a goal for each variable
Concurrent plan of educational program(s) designed to reach each goal
Development of indicators (observations or measures) for each goal
Put program in operation
Collection and Assessment
Continue
Are goals being reached
YES
NO
Modify program and/or goals

(6)

EVALUATION SCHEME ILLUSTRATION

Variable	Variable Indicator	Goal	Program Technique(s)	Technique Indicator
Level of reading ability	Scores on a standarized reading test	Increase the reading abilities for 200 fourth grade students, who are identified as "slow readers" as indicated by improvements in reading scores	- carry out a special in-service training program for 10 selected fourth grade teachers in assisting "slow readers"	Number of teachers completin the progr
			- carry out a 10-month program of individualized reading instruction for 200 fourth grade students	Number of students involved in an individua reading program

EVALUATION SCHEME ILLUSTRATION

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		- carry out a 10-month program of individualized reading instruction for 200 fourth grade students	Number of students involved in an individualized reading program

Chapter II

History and Background

The Guided Occupational Orientation Project (GOOP) established by the Syracuse City School District (SCSD) of Syracuse, New York, is funded under Part D of PL-576 for Exemplary Projects in Vocational Education.

At the time of this report, the project has completed its second year under federal funding arrangments. Due to the fact that the federal funding cycle for this project is February 1 to January 31, two complete school years are not represented in this report.

In June, 1971, SCSD and Educational Services, Incorporated (ESI) of Waco, Texas, entered into a memorandum of arrangement whereby ESI agreed to provide an independent, third-party evaluation of GOOP as required by federal funding regulations.

Since that time, ESI has conducted interim evaluation studies in late June of 1971 and 1972 to study data representative of complete school years. Results of these interim evaluations have been shared with GOOP project administrators and have served as the basis for some redirection of various project activities in succeeding school years. Through these interim reports, GOOP project administrators have been afforded the opportunity to maximize utilization of evaluation in decision-making procedures.

GOOP as funded and operated, involves all three grade-group populations -- elementary, junior high school, and senior high school. The complexities of this project, involving large numbers of students and faculty members and affecting diverse areas of the total educational program of SCSD, became unwieldy and confusing both to GOOP administrators and administrators of other activities of SCSD. This resulted in the development of an overall Master Plan, an exercise in planning which involved ESI personnel working closely with various administrators and GOOP staff members.

The Master Plan is displayed in Chart II. It is the understanding of the evaluators that maximum utilization of this planning document has improved the understanding of the overall project design and flow for staff members, faculty members, and administrators.

In January of 1972 and 1973, ESI completed formal evaluation reports concerning assessment of all project activities through those dates.[1] Some early data, amassed prior to the association of ESI with the project, resulted from instruments and procedures developed by the project staff. Instruments and procedures utilized for data gathering during the 1971-72 and 1972-73 school years reflect cooperative planning by GOOP staff members and ESI personnel.

The task of preparing a formal evaluation report at mid-point of the school year has presented problems for the evaluators. This

[1] See Holder and Belcher, "Evaluation Report of the Guided Occupational Orientation Project", February 1, 1972.

report reflects complete pre and post data analysis for the 1971-72 school year but complete data for the 1972-73 school year will not be available until June, 1973.

The Master Plan displays the overall, long-range mission of GOOP: "Increase the occupational awareness and facilitate entrance into the world of work for students in the Syracuse City School District Grades 5-12". This mission is extended into the three major grade groupings with the following goals:

A. Elementary: Awareness - Increase the awareness of students of the world of work and its composition.

B. Junior High School: Orientation and Exploration - Increase the orientation of Junior High School students and begin exploration of the work opportunities and necessary preparation.

C. Senior High School: Job Training and Placement - Enable individualized career preparation and implementation of career plan.

Each group goal is then supported by separate grade level goals with appropriate variables to support each. These grade level goals are presented and discussed in Chapters III, IV and V of the report.

CHART II

MASTER PLAN

Guided Occupational Orientation Project

Mission: Increase the occupational awareness and facilitate entrance into world of work for students in Syracuse City School District Grade 5-12

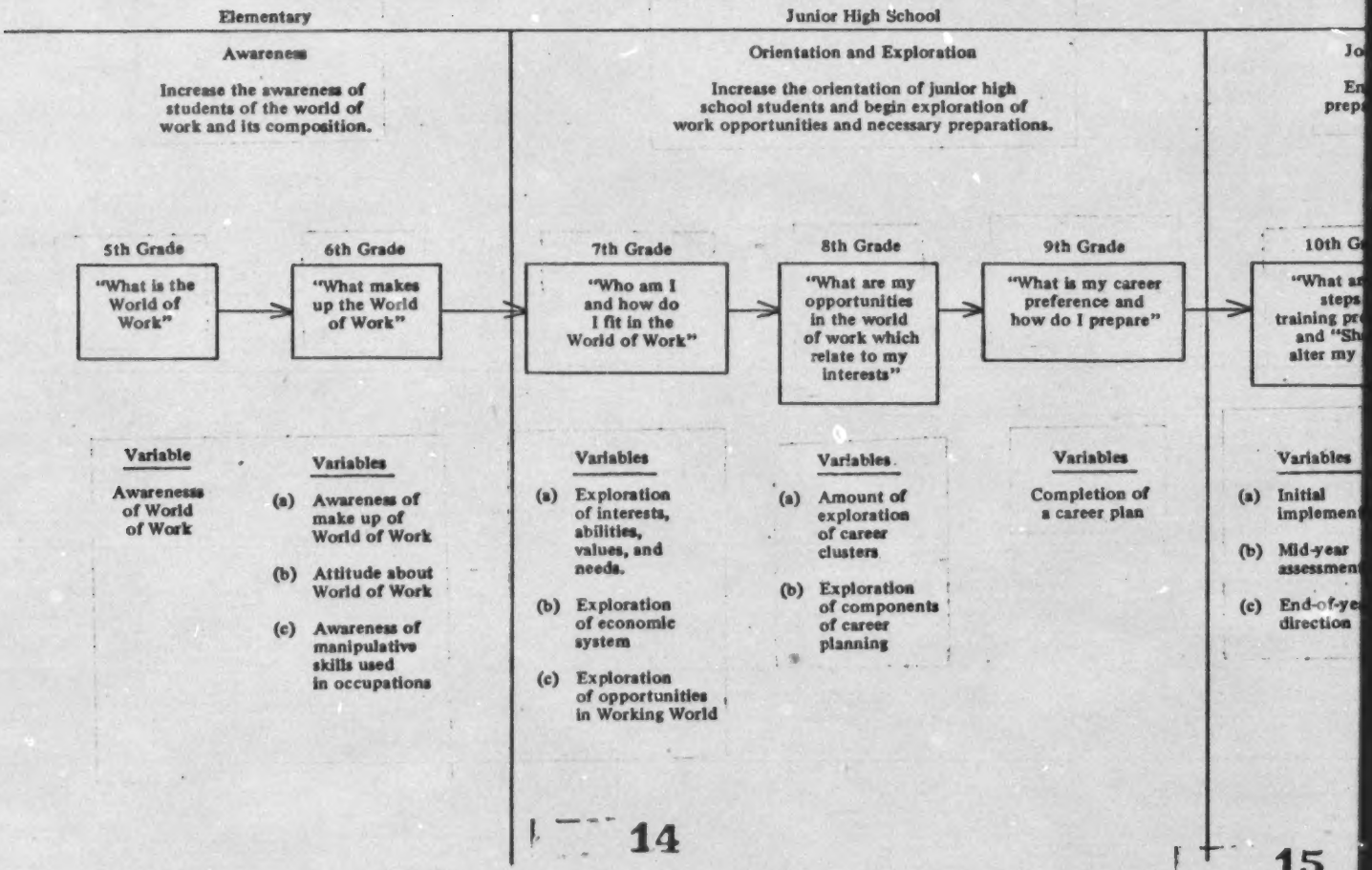
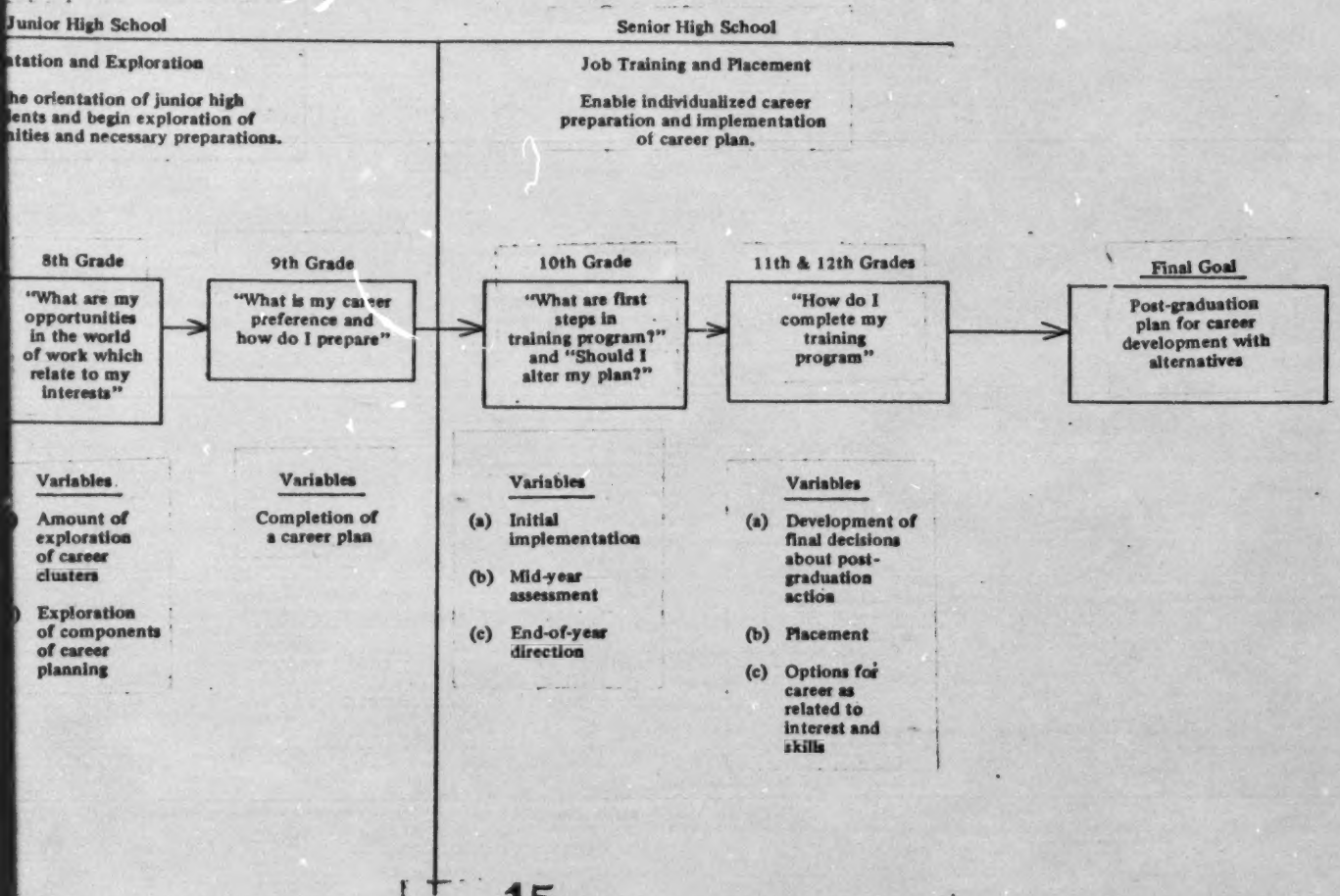

Elementary
Junior High School
Awareness
Increase the awareness of students of the world of work and its composition.
Orientation and Exploration
Increase the orientation of junior high school students and begin exploration of work opportunities and necessary preparations.
Jo
En
prep
5th Grade
"What is the World of Work"
6th Grade
"What makes up the World of Work"
7th Grade
"Who am I and how do I fit in the World of Work"
8th Grade
"What are my opportunities in the world of work which relate to my interests"
9th Grade
"What is my career preference and how do I prepare"
10th G
"What ar
steps
training pr
and "Sh
alter my
Variable
Awareness of World of Work
Variables
(a) Awareness of make up of World of Work
(b) Attitude about World of Work
(c) Awareness of manipulative skills used in occupations
Variables
(a) Exploration of interests, abilities, values, and needs.
(b) Exploration of economic system
(c) Exploration of opportunities in Working World
Variables
(a) Amount of exploration of career clusters
(b) Exploration of components of career planning
Variables
Completion of a career plan
Variables
(a) Initial implement
(b) Mid-year assessment
(c) End-of-ye
direction
14
15

CHART II

MASTER PLAN

ded Occupational Orientation Project

rease the occupational awareness and cilitate entrance into world of work or students in Syracuse City School District Grade 5-12


Junior High School
Senior High School
tation and Exploration
he orientation of junior high ents and begin exploration of ities and necessary preparations.
Job Training and Placement
Enable individualized career preparation and implementation of career plan.
8th Grade
"What are my opportunities in the world of work which relate to my interests"
9th Grade
"What is my career preference and how do I prepare"
10th Grade
"What are first steps in training program?" and "Should I alter my plan?"
11th & 12th Grades
"How do I complete my training program"
Final Goal
Post-graduation plan for career development with alternatives
Variables
Amount of exploration of career clusters
Exploration of components of career planning
Variables
Completion of a career plan
Variables
(a) Initial implementation
(b) Mid-year assessment
(c) End-of-year direction
Variables
(a) Development of final decisions about post-graduation action
(b) Placement
(c) Options for career as related to interest and skills

Chapter III

Evaluation of the Elementary Program

The elementary segment of the Guided Occupational Orientation Project is operating under the general goal of awareness - "increasing the awareness of students of the world of work and its composition."

The fifth grade program phase was initiated in September, 1972 and deals with the specific goal of "What is the World of Work?" A special social studies unit, "The World of Work," was compiled from existing sixth grade material. This unit was introduced to all fifth grade teachers during special meetings and will be utilized in 94 classrooms in 34 elementary schools (31 public and 3 non-public) and involves 2,444 students during the 1972-73 school year.

The sixth grade program phase operates under the specific goal of "What Makes Up the World of Work?" and has been functional since November, 1970. Early stages of these sixth grade activities were not supported through federal funds. This support was initiated in February, 1971. Thus, the sixth grade program reflects the longest time span of experience in GOOP.

During the period from November, 1970 to June, 1971, 1,260 sixth grade students representing 17 schools participated in the program. From September, 1971 through June, 1972, 1,750 sixth grade students representing 23 schools (18 public and 5 non-public)

participated. It is projected that 1,794 students representing 29 schools (24 public and 5 non-public) will participate in the program during the 1972-73 school year.

The program basically includes the following components:

___ Two weeks orientation of the world of work (review of fifth grade materials in 1972-73 school year).

___ Two field trips to the Career Center located in the George Washington School to visit and use display booths explaining a variety of vocational and industrial areas.

___ Three weeks of individualized study of selected careers coupled with class activities.

___ Two days of a skill program to enable students to experience occupational tasks and role playing.

A. Goals for Fifth Grade Students

1. Increase the level of awareness of broad families of jobs, employment requirements, personal abilities and interests in relation to various occupations by higher mean scores on post-test for "An Introduction to the World of Work" as compared to the pre-test.

2. a. Variable - level of awareness of broad families of occupations, requirements for employment, personal abilities and interests in relation to various occupations.

b. Indicator - pre and post test for program, "An Introduction to the World of Work."

This goal and the educational activities for fifth grade are the first steps into GOOP for elementary students.

Fifth grade students completed an instrument designed to measure general awareness of the world of work,* before participating in two weeks of classroom orientation and after completion of the orientation.

At the time of this report 282 fifth grade students have completed this orientation in the 1972-73 school year. A twenty percent systematic sample of these students was drawn for project evaluation. Pre and post test mean scores are shown in Table 1.

Table 1.

FIFTH GRADE ORIENTATION TEST SCORES

1972-73

	Pre Test	Post Test	Difference (Gain)
Means	15.98	19.37	3.39
Sample Size	53	53	

Pre and post test means for the 53 sampled students were 15.98 and 19.37, a positive gain of 3.39 positive points on the

* The instrument was designed and pilot tested during the 1972-73 school year. The maximum score possible is 27.

average per student. Student awareness of the "world of work" is increasing in the desired direction according to this test.

B. Goals for Teachers

1. Participating teachers will return class lists indicating involvement of 100 percent of their students and a minimum of ten class hours spent on the GOOP program.
   a. Variable - utilization of program and materials made available by the Career Center.
   b. Indicator - number of class lists indicating grades returned to Career Center and hours involved.

Fourteen fifth grade teachers had completed the program at the time of this report. All (100%) of the teachers returned class reports indicating that all students had participated. The average number of hours per classroom was 16.99.

C. Goals for Parents

1. Parents or guardians are to act as a resource person to be interviewed.
   a. Variable - level of interest and participation in classroom program.
   b. Indicator - completion of interview of parent or guardian, included in the world of work study.

All students in the program to date have completed an interview with parents or guardian.

Business and industry are not involved in fifth grade program.

Sixth Grade Students

During the 1971-72 school year, sixth grade students represented the primary elementary level target population for career education. For the 1972-73 school year, the same program with only minor modification has been continued.

The 1971-72 goal of increased awareness of the world of work has been expanded to two more specific goals in 1972-73. At the time of this report, 300 sixth grade students have completed a career education unit in the 1972-73 school year. Following are evaluation goals for 1971-72 only, and both school years.

1. Increase the awareness of sixth grade students concerning the world of work. (1971-72 only)
   a. Variable - level of work awareness
   b. Indicator - scores on "Awareness of World of Work" (Orientation) test.

This goal and variable reflect the first step into the complete GOOP for elementary students. For 1971-72 the only grade involved was sixth grade, the same grade involved in1970-71. Students complete two weeks of classroom orientation in this phase. The test is designed to measure the student's general awareness of the world of work.

Pre and post test scores for an approximate ten percent random sample of students shown in Table 2 are 15.59 and 18.6. Student awareness appears to be increasing (as indicated by this test) as a result of the two week orientation. No statistical test of significance was calculated. Use of number of career areas identified by students was developed as an additional indicator because

of questions about validity of measurement even though this indicator was increased following the orientation phase.

Table 2

Career Orientation Test

1971-72

	Pre-Test	Post-Test
Means	15.59	18.6
Sample Size	171	146

As shown below, over ninety percent of sixth grade teachers rated this introductory phase as "valuable" or above.

Absolutely Essential	37%
Very Valuable	14.8%
Valuable	44.7%
Not Very Valuable	3.5%
Waste of Time	0%

2. Increase the level of awareness of the fundamental concepts and procedures related to the world of work as indicated by higher mean scores on Career Education Unit post-test as compared to scores on pre-test. (1972-73 only)
   a. Variable - level of awareness of the fundamental concepts and procedures related to the world of work.
   b. Indicator - pre-post test scores on unit, Career Education Grade Six.

A twenty percent systematic sample of sixth grade students were tested as part of their Career Education Unit as to their career concept understanding. Pre and post test mean scores as shown in Table 3 are 6,88 and 10.84. The gain (3.95) is in the desired direction and supports intended concept gain.

Table 3

Sixth Grade Scores on Career Concept Test

1972-73

	Pre Test	Post Test	Difference (Gain)
Mean Scores	6.88	10.84	3.95
Total Students	70	70	

3. Increase the student's knowledge of the career ladder concept in local business and industry as indicated by higher mean scores on a true-false post-test as compared to pre-test scores. (1972-73 only)
   a. Variable - knowledge of innumerable career opportunities and respective occupational ladder concepts in local business and industry.
   b. Indicator - true-false scores before and after visit to career center.

One question raised in ESI's previous evaluation was the inability to assess the specific impact of student use of career booths describing job families available to the Syracuse area. A true-false test with 10 questions was conducted by the Career Center and administered to all students participating in the two hour tour of the center including use of the booths. Pre and post test mean

scores, shown in Table 4 were 6.13 and 6.89, a gain of only .76 points.

The school year is only half over and all target sixth graders have not completed the program; consequently no conclusions can be drawn from this small difference. The difference may be resulting from inadequate measurement of change; non-representation of classrooms participating to date; and/or failure of career booths to produce the desired change in information. End of year data on this test will enable a more definite determination if there is a problem.

Table 4

Sixth Grade Career Ladder Concept Scores

1972-73

	Pre Test	Post Test	Difference (Gain)
Mean Scores	6.13	6.89	.76
Total Students	300	300	

4. Increase positive attitudes toward world of work (occupations and careers) as indicated by statistically significant mean scores on an attitude questionnaire. (1971-72 only)
   a. Variable - attitudes concerning world of work.
   b. Indicator - a composite attitude score based on five selected attitudes statements.

(18)

One assumption of the elementary program has been that students lack a positive attitude toward careers and occupations. An attitude composite score made up of responses to five statements was used with "0" as the most negative and "5" as most positive indicators of attitudes. Pre and post test scores are shown in Table 5 for an approximate ten percent sample. While scores do increase, the gain is only .33 overall.

Since mid-year, evaluations also indicate only slight gain in already positive attitudes. Two sixth grade classrooms completed seventh grade level attitude questionnaires to determine if less potential attitudes may be present on higher level career concepts. Composite scores (based on five selected statements) as shown in Table 6 are similar to previous findings even though the gain is less.

Table 5

Sixth Grade Composite Attitude Scores

1971-72

Sample Group	Pre Test		Post Test	
	Sample Size	Mean	Sample Size	Mean
Program participants using 6th grade questionnaire	171	3.75	146	4.08

Table 6

Sixth Grade Attitude Sample on Seventh Grade Questionnaire

1971-72

Sample Group	Pre Test Sample Size	Pre Test Mean	Post Test Sample Size	Post Test Mean
Participants using 7th grade questionnaire	13	3.77	15	3.87

In general it would appear that students do have a positive orientation toward the world of work at least as indicated by the statements used. The findings suggest that an assumption of lack of positive attitude is involved and should be revised. If this variable is important to the elementary program, then more specific student orientations should be measured or the variable dropped from consideration. We believe that the general positive orientation of American society to work (no specific careers or occupations) will be held by the young (certainly at this age) even though uninformed about the makeup or elements in the world of work. Attitude change at elementary level may be less important than more specific attention to increased awareness and in-depth exploration.*

5. Increase awareness of make-up of career areas for at least three occupations. (1971-72 and 1972-73)

   a. Variable - awareness of occupational areas.

* As a result of end of school year evaluation by ESI, this variable was dropped in 1972-73.

b. Indicator - number of correct identifications of characteristics of careers areas on a standard test.

The pre and post test results for a sample of sixth grade students for 1971-72 and 1972-73 (to date) are shown in Table 7. Student awareness did increase for students in both school years with a gain of 2.28 and 1.93 points respectively. The program does affect the information level and understanding of the world of work held by sixth grade students as indicated by this test. These results are similar to those for the 1970-71 school year where 800 sampled sixth grade students had improved scores for the following:

(a) A career concept matching test (a reduction in near number of errors from 7.75 to 4.67) to determine ability to match concepts related to working with possible definition;

(b) A career ladder test (a reduction in mean number of errors from 2.83 to 1.58) to determine ability to match jobs with the level of education most often required. Career Study Achievement Test had an increase in mean scores from 7.35 to 8.67 for a random sample of 55 students who had completed the programs during the first half of the 1971-72 school year.

Table 7

Sixth Grade Student Awareness of the Makeup of the World of Work

	1971-72		1972-73 (To Date)	
	Pre Test	Post Test	Pre Test	Post Test
Mean	6.4	8.68	6.81	8.75
Sample Size	171	146	138	138

Consequently we have found agreement in all measures of student gains in occupational career awareness. The reliability of instruments is demonstrated by consistent production of similar results. No tests of statistical significant differences were conducted as resources were not available to carry out the data analysis but all test changes were in the desirable directions as expressed by goals.

6. Increase student awareness of the skills required for related occupations as indicated by statistically significant differences in pre and post tests of skill awareness as a result of working in the skill trainer van. (1971-72 and 1972-73)
   a. Variable - awareness of occupational skills.
   b. Indicator - scores on an occupational skill awareness test.

One phase of the elementary program has been two days of work in the skill trainer (a van equipped with tools, projects and equipment from a variety of occupational areas). Evaluation of this phase is based on increase in student awareness of skill requirements as well as teacher assessment.

Pre and post test mean scores for skill awareness shown in Table 8 for sixth grade students in 1971-72 were 5.36 and 11.3 and for the 1972-73 (to date) were 3.74 and 8.18. Student awareness of skills required for occupations has increased. Teacher evaluations for the skill trainer for 1971-72 are shown in Table 9. All teachers rated the experience as at least "valuable" or higher. Close to fifty percent rated the experience "absolutely essential". The van appears to provide important tactile and life simulating experiences for students where tools and equipment can be used to carry out a project. Students are able to touch, feel, and manipulate objects related to occupations, an important complement to verbal descriptions as written material.

Table 8

Skill Area Tests

	1971-72		1972-73	
	Pre Test	Post Test	Pre Test	Post Test
Mean	5.36	11.3	3.74	8.18
Sample Size	125	104	243	149

Table 9

Teacher Evaluation of Skill Trainer

Teacher Evaluations	1971-72
Absolutely Essential	42.4%
Very Valuable	34.6%
Valuable	23.0%
Not Very Valuable	0.0%
Waste of Time	0.0%

Sixth grade teachers were asked to assess changes in a random sample of their class during the program. In 1971-72 results of their assessment are shown in Table 10. The program is viewed as improving the motivation for 54% of the students and improving the workd habits of 48.5% of the students.

Table 10

Teacher Assessment of Sixth Grade Student Changes During Program

1971-72

Student Behavior	Improved	Stayed the same	Deteriorated
Motivation	54%	36%	10%
Work Habits	48.5%	44%	7.5%

Students Evaluated - 200

B. Goals for Teachers

1. Teachers will permit and encourage individualized career study in classrooms. Specifically the mean number of individual career study projects will be at least 2.0 per child.
   a. Variable - level of implementation of individualized instruction in classroom.
   b. Indicator - average number of individual career study packets per student completed.

Students are to study separate career areas on their own following their visit to the Career Center. According to program philosophy, this study both enables a student to pursue in-depth careers of

(24)

interest and to study on their own at their own rate, an important concern of the overall program. For the two previous complete school years and during 1972-73 to date, actual averages have exceeded the minimum as shown in Table 11 while likely not statistically significant differences are reflected. However, the mean number each year has fallen. Independent self-instruction may be decreasing.

Table 11

Individual Career Study Packets Completed

	1970-71	1971-72	1972-73 to date	Goal
Mean number per student	2.43	2.17	2.01	Minimum of 2.0
Sample Size	871 Students	171 Students	12 Classrooms	

This decrease may also correlate with teachers' preferences. Teachers, while rating the individual career studies as valuable, are not as enthusiastic about this part of the sixth grade program as other parts.

For the school year 1971-72, 17.3% consider this "absolutely essential" compared with 37% and 42.4% for the same rating for the orientation study and skill trainer. See Table 12.

Table 12

Teacher Ratings on Individual Career Studies

Teachers' Evaluations	Percentage
Absolutely Essential	17.3%
Very Valuable	34.5%
Valuable	44.7%
Not Very Valuable	3.5%
Waste of Time	0.0%

C. Goals for Business and Industry

1. Local business and industry will be involved in career orientation for elementary students. Specifically, those contacted will maintain at least 17 career exhibit booths or at least four career center representatives will visit each classroom or allow field visits for at least eighty percent of those capable of admitting young children to plants and offices.

   a. Variable - level of involvement of business and industry.

   b. Indicator - percentage of those contacted who had a career booth made classroom units; and/or allowed students to make field trips.

The seventeen career booths were maintained throughout the 1971-72 school year and continued in the 1972-73 year. On the average, the number of visits by career representatives for

1971-72 and 1972-73 (to date) was 3.9 and 4.46 per classroom. Elementary staff members observed that such visits are affected by limited time to initiate and make arrangements for such visits. Consequently, responsiblity for making arrangments was left to teachers who often did not follow through. Over eighty percent of the business and industries able to do so allowed field trips. The only area where student field trips were not encouraged was at local hospitals. The average number of field trips per classroom was 4.76 for the 13 sixth grade classrooms completing the program in 1972-73 at the time of this report.

D. Goals for Parents

1. At least ten percent of parents per classroom will participate in the program in some way.
    a. Variable - level of interest and amount of participation by parents.
    b. Indicator - number of classroom visits per parents, listings of parental contributions and percent of parents visiting classrooms.

Evidence obtained by elementary career program staff from teacher anecdotal reports in 1971-72 indicates that where parents visited the classroom, usually they visited only once. However, for 1972-73 over fifty percent of the parents visited classrooms. As a part of career orientation all parents were interviewed by students concerning their occupation. Parents served as resource personnel to describe their jobs to classes, assisted with supervision of field trips, and visited the career center. About seven percent visited the skill trainer, according to elementary staff members.

E. Elementary Summary

Chart III summarizes the variables for each target group -- students, teachers, parents and industry -- the corresponding desired effect for GOOP, and the actual effect to date, based on most current data.

The fifth grade program, to date, is realizing its goals and appears to be operating smoothly. This program, in ESI's judgement has benefited greatly by the experiences with sixth grade students in the prior two school years.

For the sixth grade, knowledge and awareness variables for students have increased as desired, with the exception of attitudes about world of work (which has subsequently been dropped) and knowledge of career opportunities based on a visit to the career booths. Individualized instruction is close to the minimum indicator and there is evidence of a decrease. Attention should be paid to increasing extent of individualized instruction if this variable is important to the program. Results for business and industry and parents are meeting expectations.

Chart III

Elementary Evaluation Summary

Variable	Desired Effect By GOOP	Actual Effect (Based on most current data)
I. Fifth grade Students Awareness of world of work	Increase	Increased
Fifth Grade Teachers Utilization of materials	100% of teachers	100%
Fifth Grade Parents Parental' interviews	All students complete	All
II. Sixth Grade Students		
a. Awareness of world of work	Increase	Substantial Increase
b. Awareness of fundamental concepts	Increase	Increase
c. Knowledge of career opportunities	Increase	Very Small (To Date) Increase
d. Positive attitudes toward world of work	Increase	Shift Increase Variable Dropped 1972-73
e. Awareness of make-up of these career areas	Increase	Marked Increase
f. Awareness of career skills	Increase	Substantial Increase
III. Sixth Grade Teachers Level of individualized instruction permitted	Minimum of 2 individual projects for students	At least minimum for three years

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Variable	Desired Effect	Actual Effect
IV. Sixth Grade Business and Industry		
Level of involvement	Maintain career booths, visit classrooms, and permit field trips	Good involvement and support
V. Sixth Grade Parents		
Level of interest and participation	At least 10% participation	More than minimum participation

Chapter IV

Evaluation of Junior High Program

The junior high school segment of the Guided Occupational Orientation Project is directed toward the achievement of the goal - "Increase the orientation of junior high school students and begin exploration of work opportunities and necessary preparation."

This general goal is individualized to seventh, eighth, and ninth grade activities.

The junior high school program segment was formally implemented in all junior high schools in the district in September, 1971. The program segment was dependent on curriculum units developed by writing teams the previous summer.

No curriculum materials were pilot-tested in the 1971-72 school year. Also, composition of first-year writing teams did not provide adequate checks and balances. Curriculum units were introduced on a mass basis into all junior high schools. Some material was not appropriate to grade levels, some suggested activities were not realistic, and some listed resources were not readily available. This served to intensify teachers' resistance to a new program.

However, these problems were flagged in January, 1972, during

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evaluation procedures. New curriculum units were designed by expanded and balanced writing teams during the summer of 1972. All units were pilot-tested and are being introduced into other junior high schools one at a time.

The program has benefited from one false start by the subsequent revision of techniques.

The junior high school program is directed by three Occupational Resource Specialists (ORS) whose tasks include introducing the program to administrators and faculty members of each school. They also assist individual teachers and serve as resource coordinators. The enthusiasm for the program evidenced by these three young educators has been very significant inovercoming early problems.

For the 1972-73 school year, 6,048 junior high school students distributed among nine schools are involved in the program.

Following are goals covering students, teachers, parents and business and industry spanning seventh, eighth, and ninth grades. For the 1971-72 school year, goals only related to students. All grade levels participated in the same career program, thus all had the same goals.

First, goals and results from 1971-72 are discussed, followed by 1972-73.

A. Goals for Students (1971-72 only)

1. Increase career choice awareness for seventh, eighth, and ninth grade students.

   a. Variable - awareness of career choices.

b. Indicator - listing of alternative career choices.

One goal of the program is to increase the career choices of which students are aware. Students have impressions about possible careers or occupations, many of which are valid, while others (as indicated by pre program listings) do not exist or may describe nonexistent occupations. The mean number of career choices by grades are shown in Table 13. Only ninth grade students had a significant increase in alternatives identified, but a review of student questionnaires suggest that student choices become more serious and more informed while the number of choices may have stayed the same or slightly increased.

Table 13

Career Alternatives Identified by Junior High School Students

1971-72

	7th Grade	8th Grade	9th Grade
Fall Means	8.04	9.67	8.95
Spring Means	8.62	9.17	16.74

2. Increase resource awareness as to the types of resources with which students are familiar and have utilized.
   a. Variable - awareness of resources for vocational guidance and career planning.
   b. Indicator - listing of resources.

Career information sources used by a random sample of all junior high school students are shown in Chart 4. Generally, the

information sources which most consistently gain in cited use by students for career information are first, guidance counselors and second, interviews with employers.

Teachers, relatives, friends, libraries, ads and want ads, and field trips gain only in two of the three grade levels. The formal organizations representing employment or business such as labor unions, chamber of commerce, or civil service generally drop in cited use. Apparently, a result of the program was reduction in the total number of career information sources for students with increases in cited use of those sources students found most useful during the program. Guidance counselors were primary information contact and gains in cited usage reflect this.

3. Students will increase career awareness as a result of the program.
   a. Variable - level of career awareness
   b. Indicator - pre and post scores on a 12 item test of information about careers and career development.

Frequency of correct answers for the three grades are shown in Chart 5. Spring mean scores are substantially higher than fall scores for all grades. Career awareness, as indicated by this test markedly increased during the 1971-72 school year.

4. Students will increase positive attitudes toward career planning.
   a. Variable - level of positive attitudes toward career planning.

Chart 4

Career Information Sources Used by Junior High School Students

Percentage of Sample Indicating Use

Information Source	Fall 7th Grade	Spring 7th Grade	Fall 8th Grade	Spring 8th Grade	Fall 9th Grade	Spring 9th Grade
1. Guidance Counselors	18.8	37.5	44.1	66.1	57.1	62.7
2. Teachers	48.6	51.5	41.2	40.5	36.5	45.8
3. Relatives	55.6	54.4	52.2	59.5	65.9	69.5
4. Friends	64.6	55.9	54.4	67.8	73.0	78.8
5. Field Trips	33.3	41.2	25.7	33.9	30.2	28.8
6. Ads and Want Ads	30.6	42.6	42.6	45.5	50.0	50.0
7. Interviews with Employers	21.5	29.4	19.9	27.3	27.8	30.5
8. NY Employment Agency	12.5	12.5	23.5	17.4	22.2	16.9
9. Private Agencies	9.7	11.8	20.6	13.2	14.3	11.0
10. Chamber of Commerce	9.7	8.8	14.0	5.8	11.9	5.9
11. Civil Service	6.9	9.6	12.5	5.8	11.1	3.4
12. Labor Unions	9.0	10.3	12.5	4.1	13.5	6.8
13. Professional Societies	11.1	11.0	12.5	7.4	15.9	7.6
14. Colleges and Schools	23.6	19.1	21.3	20.7	27.0	16.9
15. Government Agencies	9.7	8.1	16.2	12.4	15.1	11.0
16. Libraries, Schools, Books, etc.	55.6	68.4	43.4	62.0	62.7	55.9
17. Military Recruiting	13.2	5.9	14.7	10.7	19.0	4.2
Total Students	144		136		126	

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Chart 5

Distribution of Career Awareness Scores for Junior High Students

Total Correct Items	7th Grade Percentage		8th Grade Percentage		9th Grade Percentage	
	Fall	Spring	Fall	Spring	Fall	Spring
0	0	.7	0	.8	0	.0
1	.7	.7	0	.8	0	.0
2	2.8	.7	.7	.8	.8	.0
3	6.9	3.7	3.7	2.5	.8	3.4
4	5.6	7.4	5.1	5.8	3.2	1.7
5	9.7	15.4	12.5	9.9	7.1	5.9
6	20.8	12.5	17.6	9.9	23.8	12.7
7	22.2	19.9	22.1	20.7	21.4	16.9
8	18.1	19.9	17.6	16.5	21.4	22.0
9	10.4	16.2	14.7	24.0	13.5	22.0
10	2.1	1.5	5.9	7.4	5.6	14.4
11	.7	1.5	0	.8	1.6	.8
12	0	.0	0	.0	0	.0
Mean	3.3	7.0	3.4	7.4	3.53	7.8

b. Indicator - composite score on five representative questions reflecting facets of career planning.

Mean scores by grade level are shown in Table 14. The differences between fall and spring mean scores are insignificant, suggesting that either the questions composing the individual scores are not valid measures of attitudes or attitudes were not affected by the program. Since a score of 3.0 is the middle of the range, group mean scores around this point reflect neither strongly negative or strongly positive attitudes.

Table 14

Attitude Scores for Junior High School Students

1971-72

	7th Grade	8th Grade	9th Grade
Fall Mean Scores	3.48	3.50	3.60
Spring Mean Scores	3.38	3.59	3.69

Teacher assessment of the junior high school program is shown in Chart 6. Teachers were evenly divided in their beliefs about GOOP's fulfillment of student interest in career studies, but definately disapproved of the appropriateness of booklets for seventh grade students. They cited the need for revision of seventh grade materials and believed the time allotted insufficient for the material to be covered.

A majority of teachers said they felt career studies to be necessary except science teachers where only twenty eight percent

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definitely were positive about career studies. However, only sixteen percent of the teachers said "most" of the students showed interest in career studies.

ESI's assessment is that teacher recommendations for changes in the seventh grade program have been carried out in materials for 1972-73.

B. Goals for Students (1972-73)

Mid year data for junior high school students was not available for student goals but will be reviewed in the end of school year evaluation. Goals for students are as follows:

1. All junior high students increase their positive attitudes toward career planning by a statistically significant difference between pre and post tests.
2. Increase resource awareness as indicated by a statistically significant difference reflecting resources with which students are familiar and/or have utilized.
3. Students complete seventh grade with awareness of and familiarity with career cluster concept as demonstrated by statistically significant differences on pre-post tests results.
4. Students increase awareness of job emphasis as reflected by scores on a twenty item data, people and things concept.
5. Eighth grade students, by end of year, select one career cluster for in-depth study during ninth grade.
6. At least eighty five percent of students will complete

a written future education plan by the end of the school year in ninth grade.

C. Goals for Teachers (1972-73)

1. Participating teachers, on the average, will make at least seven requests and/or library check-outs of resource materials.

   a. Variable - utilization of resource materials made available by GOOP.

   b. Indicator - compilation of requests and check-outs by ORS team members.

Number of reports by type by teachers is shown in Table 15.for 1972-73 at the time of this report.

Table 15

Teacher Requests for Help and Materials

1972-73 (to date)

Teacher Requests	Number
Field Trips	21
Speakers	10
Written Materials	4
Meetings (Spec. Problems)	8
Other	2
AV Material	25
Total	70

Chart 6

Teacher Evaluation of Junior High School Program

1971-72

I. Assessment of Materials

	% Yes	% No	%No Answer Not Sure
Do you feel:			
A. GOOP aided in fulfilling students interest in career studies?	36	39	25
B. The booklets used this year were appropriate for 7th grade?	18	73	9
C. The 7th grade program materials should be revised to provide more structure?	61	9	30
D. The content too extensive for 120 class hours?	45	25	30

II. Assessment of Career Study

	% Yes	% No	%No Answer Not Sure
1. All teachers	60	17	23
2. English	68	16	16
3. Social Studies	54	8	38
4. Math	80	20	0
5. Science	28	44	28

A. Do you as a teacher, feel career studies are necessary? (Above)

B. How many students showed interest in career studies?

% Most	%Some	%Very Few	%No Answer
16	56	25	3

Total Teachers Responding - 47

Other teacher goals for 1972-73 for which no data was available at the time of this report are as follows:

___ Every junior high classroom teacher of Math, Science, Social Studies, and English will participate in the program.

___ Integration of GOOP materials into standard curriculum offerings in all classrooms of participating junior high schools.

For this evaluation report, over eighty teachers from nine junior high schools were asked to assess the accessibility and utility of career education resource kits. This information will be valuable in altering material distribution and teacher motivation activities during the remainder of the school year and modifying materials for 1973-74. Results are shown in Chart 7.

Materials are generally perceived as available by teachers, but utility and helpfulness in teaching career education have lower ratings. Only twenty two percent of the teachers report that they use material very regularly or regularly. But almost seventy percent of those not now using materials plan to do so in the future.

D. Goals for Parents (1972-73)

1. Disseminate information on a continuing basis to parents.
   a. Variable - parent exposure to information about career education.
   b. Indicator - number of letters, pamphlets, PTA appearances, and media articles related to GOOP.

Total information output in 1972-73 under this goal is shown below:

11 PTA presentations

6 PTA handouts

6 Television news segments

10 Newspaper articles

1 Newspaper picture story (4 pages)

E. Goals for Business and Industry (1972-73)

1. At least seventy five percent of business and industry contacted by students, classes, and ORS staff react favorably to inquiry.

   a. Variable - extent of community openness to student inquiries.

   b. Indicator - number of acceptances of student or class inquiries by business and industry.

Number of requests and contacts in 1972-73 at time of this report are as follows:

30 Requests were favorable

3 Requests were unfavorable

26 New contacts made and added to resource file

Two schools requested and were granted one-half day in-service workshops funded by SCSD. Two additional schools plan to request in-service time for workshops.

F. Junior High Summary

Chart 8 summarizes the most recently available results for the junior high school program segment for students, teachers, parents

and business and industry. All student data is based on 1971-72 end-of-year data. Mid-year 1972-73 data was not available for this report. In general, two of the student goals were realized for the general junior high program (all grades receiving the same material 1971-72) and two were not. Career choice awareness and positive attitudes about career planning did not increase. Indications of teachers use of materials, parental exposure to GOOP information, and business and industry cooperation are positive.

It is significant to note that, although problems concerning curriculum units and teacher acceptance of career education have been encountered, GOOP administrators have made program andmmaterial adjustments and have benefitted from these encounters. Based upon incomplete data and observations, all three grade levels of the junior high program segment appear to be making reasonable progress toward stated goals.

Chart 7

Junior High School Teacher Assessment and Use of GOOP Materials

	Percentages					
	Definitely Yes				Definitely No	
	1	2	3	4	5	Total Responses
1. Do you have easy access to resource material kits?	67	21	6	2	3	84
2. If you are not now using the kits, do you plan to use them in the near future?	50	18	19	2	1	62
3. Do the kits provide an aid to the teaching of career education within your regular subject framework?	22	28	25	12	10	66
4. Do you find the kits helpful in teaching your regular subject material?	14	19	19	29	18	72
5. Do you feel you are well enough acquainted with kits to make sufficient use of them?	17	22	29	20	11	81
	Very Regularly				Not At All	
6. To what degree do you find yourself using the kits?	7	15	24	21	30	78

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Chart 8

Summary of Junior High Program

Variable		Desired Effect By GOOP	Actual Effect (Based on most current data)
I.	Students (7th, 8th, and 9th)		
	A. Career choice awareness	Increase	7th Slight Increase 8th Slight Increase 9th Substantial Increase
	B. Types of Vocational Information Sources	Seek more qualified sources	Less Dependency upon friends and relatives and more use of counselors and employees.
	C. Level of career awareness	Increase	Marked Increase
	D. Continue attitudes about career planning	Increase	7th Slight Decrease 8th Slight Increase 9th Slight Increase
II.	Teachers		
	Teacher use of career materials	Increase	Requests for GOOP help and assistance have increased
III.	Parents		
	Parental exposure to junior high program	Increase	Output of messages about GOOP has been significant
IV.	Business and Industry		
	Openness to student inquiry	High	Response to date, mainly favorable

Chapter V

Evaluation of Senior High School Program

The Senior High School program segment of the Guided Occupational Orientation Training Project is directed toward the goal of job training and placement -- "Enable individualized career preparation and implementation of career plan".

To accomplish this goal, two complimentary program thrusts are employed. First, drop-outs, potential drop-outs and under achievers are considered a target population for individualized counselling, special instruction, and job placement where employment is desired.

Second, all senior high school students are a target population for increasing awareness for career opportunities. The Occupational Resource Specialists (ORS) described in Chapter IV of this report produce and publish a bi-monthly newsletter which is available to all senior high school students. The ORS team also assists senior high school guidance counselors to interpret results of the Ohio Vocational Interest Survey.

These activities are directed toward 5,470 senior high school students.

The target population of drop-outs, potential drop-outs, and under-achievers is being served through three program efforts. They are as follows:

A. Occupational Learning Center (OLC) - Senior high school drop-outs and severe discipline problem students are served in specialized centers away from actual schools. This program provides an individualized approach that is occupationally-oriented rather than academic. This approach is combined with actual work experience and/or vocational training. In the 1971-72 school year, 82 students were served with only nine leavinggthe program. At the date of this report, 104 students are enrolled.

B. Occupational Resource Teachers (ORT) -- This program phase also serves drop-outs, potential drop-outs, and u under-achievers. However, students are kept in the mainstream of the school but given work experience opportunities identified by ORT staff members. In the 1971-72 school year, 554 students were enrolled in this program phase. However, 177 did not complete activities.

C. Program for the Advancement of Career Education (PACE) -- The Syracuse City School District and Onondaga Community College are cooperating to offer PACE. Since its inception, the PACE program has emphasized distinctive features in furthering the goals of career awareness and skill level attainment among high school students. Means of achieving these goals are through an interdisciplinary approach that includes classroom projects and related field trips. Through PACE, under-achieving senior high school students are motivated to remain in school through graduation and then participate in an associate degree program at Onondaga

Community College. Approximately 375 students currently are participating in PACE.

Corresponding to design of the Senior High program, the evaluation will deal separately with the three projects.

PACE

PACE is a multi-facted project including four job-families: paramedical, engineering technology, retail business management, and executive secretarial.

The initial group of PACE students are now seniors and will be graduating in June, 1973.

As an initial step to evaluate PACE, ESI worked with PACE staff to develop tentative goals and indicators. A year-end evaluation will be complete in June, 1973.

A. Goals and Indicators for PACE

1. Goal - fifty percent of PACE students upon graduation will enter a one or two year associate degree program.
   a. Indicators- entrance percentage at June, 1973 number accepted as of December, 1972.
   b. PACE counselors will obtain data.
2. Goal - a high percentage of PACE students will improve achievement levels during school year. PACE students will demonstrate increases in motivation by remaining in school, and pursuing education.
   a. Indicators
      (1) - grade point averages June, 1972 to June, 1973. Sample of 1971-72 school year,

(2) Drop-out rate or school attendance, 1971-72 school year vs. 1972-73 school year.

(3) Responses to questionnaire statement, e.g., "How do you feel about school?", and "How much relation did your school work seem to have on your future?"

3. Goal - Increase PACE student awareness, particularly concerning job clusters,

a. Indicators

(1) Student assessment of PACE program at end of school year will be favorable (on the average)

(2) PACE students' self-confidence will increase comparing entrance measures with end of school year measures. (Instruments to be developed)

(3) Student responses to questionnaire statements, e.g. "On the whole how do the students who know about it seem to feel about the PACE program?","How do your parents feel about the PACE program?," "How much confidence do you have in yourself?" and "How good a student do you try to be?"

Occupational Resource Teachers

Only end of school data from 1971-72 was available for the Occupational Resource Teachers (ORT) at the time of this report. Formal goals for this program have not been set at this time, but behavorial areas to be affected by ORT staff activities and results

are described below. All data described below was provided by ORT staff members. ESI was not involved in specifying data to be collected or able to assess data reliability.

School attendance for the target group served by ORT staff members consistently below average, believed by staff members to be less than thirty percent. Administrators and teachers report that students in this program improved in attendance during the year. No data on attendances was compiled.

When asked to assess the program, eighty six percent of the students said it was "meaningful", four percent said it was "not meaningful", and ten percent did not respond.

Employers rated their student employees from the program as thirty seven percent excellent, forty six percent satisfactory, and seventeen percent needing improvement.

Of the 554 students enrolled in the program, 377 students obtained jobs and continued with them throughout the program.

Occupational Learning Centers

A. Goals for Students

1. Each student will increase his basic skill competency by one grade level in reading and math.
   a. Variable - reading and math grade levels.
   b. Indicator - metropolitan standardized test scores.

Entry and end of school year average grade levels for students are shown in Table 16, for vocabulary, reading comprehension, and computation (math). Both vocabulary and reading gained over one

grade level (1.13 and 1.43 level gains respectively) and math gained .91 grade level. The average enrollment length was 7.3 months. Staff members believed grade-level gain would be higher with larger average enrollment. The 1972-73 pre-test scores for reading and math are also shown.

Table 16

OLC Metropolitan Standardized Test (Grade-Levels)

1971-72

	Pre-Test at Entry	Post Test	Grade Level Gain	1972-73 Pre-test
Vocabulary	6.85	7.98	1.13	Not avail.
Reading Comprehension	6.52	7.95	1.43	6.46
Computation-math	7.03	7.94	.91	6.43

2. Students will have twenty five percent improvement in attendance.
   a. Variable - level of attendance.
   b. Attendance-records in school and work before entering and during program.

Average attendance at the centers was 82.7 percent as compared to 65.4 percent before entering the OLC program, a 17.3 percent point gain (exceeding desired gain). Comparing attendance with previous attendance, 38 students improved, 34 remained the same, and two worsened.

For 1972-73, pre-center average attendance was 44.7 percent.

3. Each student will find significantly measurable success in employment or employment-related training.

   a. Variable - level of employment or related training success.

   b. Indicator - employer and counselor ratings.

Sixty-two students had jobs for the 1971-72 school year with 56 students maintaining employment continuously, six having state employment, and eight not able to or ready to hold a job during the year. For 1972-73, 50 students are employed, 20 are in training, and 34 are in vocational readiness.

Other indicators of success for 1971-72 are shown in Chart 9.

Other OLC goals for 1972-73 which relate to the end of the school year are as follows:

Students will gain in level of general information as indicated by individualized progress records.

___ Student level of career awareness will increase as indicated by activity achievement records.

___ Students will be able to develop and implement career plans as indicated by percentage completing career plans and vocational check list.

Chart 9

Employment and Related Training Success Indicators

1.	Supervisor's report on job performance - Excellent - 24 students Satisfactory - 18 students Needs Improvement - 17 students			
2.	Work attendance - percent in relation to possible: 90-100% - 39 students 80-89 % - 12 students 70-79 % - 5 students 60-69 % - 4 students 50-99 % - 3 students			
3.	Vocational Readiness	* U	* S	* E
	A. Positive attitude toward work	13	40	10
	B. Ability to accept responsibility	15	35	12
	C. Willingness to do an acceptable job	10	41	21
	D. Sufficient occupational information	20	37	6
	E. Choice of career area	27	25	10
4.	Preparation for a career			
	A. Training or in-depth study in career choice	27	30	5
	B. Acceptable job seeking skills	16	26	8
	C. Employer's evaluation	9	24	15
5.	Work Experience			
	A. Sheltered job (10-15 hrs. a week)	9	21	11
	B. Community job (20-40 hrs. a wk. paid by employer)	9	20	12
	C. Obtaining full-time job independently	4	15	4
	D. Plan for post graduate activity	1	6	2

* U-Unsatisfactory, S-Satisfactory,- E-Excellent

Chart 10

Summary of Senior High Programs

Variable	Desired Effect By GOOP	Actual Result
I. Occupational Resource Teachers		
A. Attendance	Improve	No data, but teacher assessment was "improvement"
B. Student assessment	Favorable	86% said program was"meaningful"
C. Employer assessment	Favorable	83% said student employees were "satisfactory" or "excellent"
D. Employment	Most students obtain jobs	68% obtained and maintained jobs
II. Occupational Learning Centers		
A. Academic skills	Improve	At least one grade level gain
B. Attendance	Improve	17.3% point gain
C. Employment or employment related training	Successful	All indications of success were positive

Senior High School Summary

Chart 10 summarizes results for ORT and OLC programs. All indications of student improvement in school and employment-related behavior were positive. No evaluation data for PACE was available.

In March, 1973, ESI evaluation team members are scheduled to meet with key staff members of PACE, OLC, and ORT. This meeting will be designed to assist in development of specific evaluation techniques. Also, it will be designed to help staff members understand the scope and complexity of all senior high school program phases operating under GOOP. This lack of understanding has resulted in some fragmentation of program efforts which must be corrected. Staff members must become aware of overall program goals as well as identified goals for their own program segment.

Strong efforts must be made by GOOP administrators to establish a "team spirit" among the three separate program components. Services to students in all three program segments appears to be achieving desired outcomes, but confusion and lack of communications are causing some undesirable conditions in program administrations. Currently, among staff members associated with the senior high school program components, there exists a lack of understanding of overall program thrusts and goals; some confusion concerning program segment relatedness to GOOP goals; and an inability to define roles of staff personnel.

ESI evaluation team members have met separately with staff members of each program segment on several occasions. However, these individualized meetings have not produced the broad desired results.

Possibly, the group meeting in March will alleviate problem areas. However, GOOP administrators must devote intensive effort to re-enforcing this effort and must make every possible effort to clarify roles to be assumed by all staff members.

Chapter VI

GOOP Administration

The administration of the Guided Occupational Orientation Project is sound and is making every effort to insure that project goals are achieved. Administrators have exhibited remarkable flexibility in restructuring various program activities in order to achieve more progress.

As Goop enters the third year, one grade level program segment is exhibiting weakness as related to project administration. The three senior high school program segments --PACE, OLC, and ORT -- represent an administrative problem centered around authority definition. Although all three program segments relate to GOOP, there exist no clear-cut lines of authority to GOOP administrators. This situation has resulted in confusion and complications which must be overcome in the immediate future. ESI evaluation team members recommend that GOOP administrators and staff members of PACE, OLC, and ORT work together to define areas of responsibility and authority. GOOP organizational linkage must be developed for the entire senior high school program segment.

The elementary program segment appears well-organized. The fifth grade career awareness program was initiated successfully. The sixth grade program segment modifications were introduced effectively and efficiently. ESI team members were impressed with the successful efforts of the elementary program staff members in simplifying var-

ious testing instruments and in reducing the amount of paper handling required for teachers and staff members.

It is most encouraging to observe the revisions in the junior high school program segments and materials. These revisions were made by GOOP administrators in response to ESI evaluation findings. Curriculum materials were revamped and revised; specific grade level goals were developed by GOOP staff members working with ESI evaluators; new curriculum materials were pilot-tested; and new materials were introduced methodically into one school at a time rather than on a mass basis as in the past.

In the senior high school program segment, the ORT program segment still does not have specific goals established. Goals for the PACE program segment are just beginning to emerge but a skeleton set of goals was devised during a brief meeting between PACE staff members and ESI evaluators in December, 1972. ESI staff members recommend that more specific long-term and short-term goals for these two program segments be developed. A meeting between ESI and senior high school program officers is scheduled for March, 1973, to accomplish this.

Staff members of the Occupational Learning Centers have established specific goals, are collecting data in a systematic and effective manner, and are responding to evaluation requirements.

ESI staff members have met with GOOP administrators concerning better utilization of the evaluation team's on-site man days in Syracuse. At the request of ESI staff, a conference with top GOOP administrators will be held at the beginning of each on-site visit as well as at the conclusion. These conferences will help flag problem areas in an orderly manner.

ESI also recommends that the project coordinator be given opportunities to visit other exemplary projects in the interest of professional growth and development. This recommendation is based on the provision that travel funds are available within the project budget.

Overall, the administration of GOOP is above average for comparable projects and displays all evidence of dedication to project goals and objectives.

Chapter VII

Observations and Recommendations

The Guided Occupational Orientation Project will enter the third and final year of federal funding on February 1, 1973. This situation will create the necessity for administrative decision-making throughout the next 12 months and will create the need for effective planning.

ESI evaluation team members urge that GOOP administrators and key staff members begin intensive planning for program continuation after the conclusion of federal funding. Planning should include attention to continuation and plans for eventual replacement of materials and equipment; disposition of personnel; and the probability of continuing various program activities.

In this context, ESI recommends that an impact study of the elimination of federal funding of GOOP be completed by project administrators and staff no later than August 1, 1973.

Chapters V and VI of this report contain specific recommendations for improving the three program segments concerned with senior high school activities. In an overall sense, ESI recommends that GOOP administrators continue to seek improved understanding and cooperation among the program officers of the senior high school component. As previously stated, it is to be hoped that work sessions scheduled in March, 1973, between GOOP administrators, senior high school program officers, and ESI evaluators will alleviate the sit-

uation.

As the third and final year of GOOP progresses, ESI proposes to perform actual program auditing among elementary, junior high school, and senior high school teachers and students selected randomly. Information gathered during this program audit will be included in the final evaluation report.

Planning procedures have improved greatly since the inception of GOOP. It is significant to more increasing community awareness and support, the commitment of Niagra-Mohawk, as evidenced in correspondence to project administrators; the coverage afforded the project by Syracuse area mass media; the declaration of the "Year of Career Awareness" by the Syracuse Board of Education; and the attraction of visitors from the community, the state, and the nation are indications of project acceptance.

The dissemination of information concerning GOOP has been excellent. Project staff members have been willing to share information and materials. However, the number of requests for information seem to create an unnecessary work burden for staff members and must have an adverse effect on administrative costs. ESI recommends that some internal evaluation of dissemination activities be conducted promptly.

In assessing the overall impact of GOOP, it is obvious that career awareness is increasing generally for students in grades five through nine. However, attitudes are not being affected and it is recommended that attitudinal concepts be discarded in the future.

In grade ten through twelve, the Occupational Learning Centers

are having the desired impact on the target populations. The work activities of the centers are exemplary and should be replicated in other school districts. It is to be hoped that OLC activities can be broadened in Syracuse schools in the future.

ESI recommends that full attention be focused on existing program activities in the coming year. This should be simple to accomplish since staff members will be freed from the necessity of designing curriculum materials, developing resource lists, and introducing faculty members to program activities. The third year of GOOP should be the year when all program components operate smoothly and efficiently. Staff members should have more time available to deal with individual problems and concerns.

Also, ESI urges that members of the Board of Education of the Syracuse City School District be informed of the impact of GOOP and be urged to make every effort to continue program activities following the termination of federal funding.

As in the past, ESI must comment on the dedication of all GOOP staff members -- the dedication which has overcome many obstacles and has carried the entire project to the current state of general excellence. Particularly, we must remark on the leadership provided by Mr. Sidney Johnson, Mr. Hans Lang, and Mr. Richard J. Bannigan. It is impossible to detail the many instances when the leadership provided by these men has insured the success of the project.